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ABSTRACT

The principal's first priority is to take care of himself or herself, next the teachers, then the entire school. Laughter and creativity are emphasized as important tools for principals to use in relieving the stress of their positions. Principals need to understand their jobs, that there are few ready made solutions and no magic formulas. They must be aware that they cannot do everything and must learn to compromise. If principals understand their power base and use it wisely, they can excite their faculty. Faculty development should include inservice training, faculty discussions, and exposure to good reading material. The inadequacies of mission statements are discussed; if they do not produce action or describe action already taken, they are useless. A discussion of why parents place their children in Catholic or private schools and how such decisions affect the private schools' mission concludes the paper. (MD)

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PRIORITIES OF PRINCIPALS

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NCEA
April, 1984

THE PRIORITIES OF PRINCIPALS

Here we are in Boston! It was here that Longfellow in 1861 climbed up the rickety stairs of the Old North Church, brushed away the pigeon droppings, and penned "The Midnight Ride of Paul Revere." Thus Paul was publicly recognized in ballad 85 years after his famous ride. The exploits of Paul Revere were scarcely mentioned in history before Longfellow's immortal work. This might be the springboard for our presentation today. Catholic schools have been doing some very exciting things for years and really little recognition has been given to them. Now, and seemingly all of a sudden, the poets in the educational pressboxes are acclaiming the triumph of Catholic school performance across the land, not by ballad, but by reports, research studies, and editorial comment. We, like Paul Revere, have finally been discovered! I am quite certain that the students of history among us hope that the comparison stops right here because Paul Revere's later performance in government service was judged to be less than adequate. To the ardent patriot of his day, I suppose, he was great on extra-curriculars, like silversmithing and brass-casting, but miserably weak on what he ought to be doing in the campaign. For this lack of enthusiasm in battle, he was court-martialed, but later acquitted.

It was here in Boston, too, that America's earliest concern for schooling started in the mid-1600's. Boston's Puritan town fathers, fearing that their store of trained and learned leaders, all European trained, would soon run out, set up grammar schools modeled on the monastic and Cathedral schools of England. The famous Boston Latin School started at this time--a school for boys, "manned by ladies," if you will. The boys took on such Latin heavyweights as Ovid, Cicero, Caesar, and then

graduated to Greek studies to be challenged by Homer and the new Testament in Greek. This school has quite an impressive list of alumni: Ben Franklin, Sam Adams, John Hancock, of Independence fame; Emerson in literature; to Leonard Bernstein in music.

It was in Boston also, almost 200 years later, that the infant schools started. Some students started at age three and were not to be 'annoyed by books,' but were to make their acquaintance with neatness, politeness, punctuality, and other kinds of values which teachers prize. (1)

When I was asked to speak on the topic, "Priorities of Principals," I admit to some disappointment with the topic. It seemed to imply that somewhere there existed the correct list of things to do and, presto!, principals would become leaders. But then I soon realized that the presentation could go in any direction, depending upon my own priorities.

To establish the content of this talk, I asked myself a few questions. The first was: "Who really cares about the principal?" I felt that teachers were caring people, they cared about their students, but then who really cared about them, the teachers? Further reflection took me to concern about the entire school operation. Out of this reflection, I made some assumptions. I felt that no one really cared about the principal. I felt that principals should take care of the teachers, but they too often are too busy to do so. And, lastly, if the principal and teachers are neglected, perhaps the whole school operation might be in jeopardy. My priorities for this presentation then took form. The principals' first priority is to take care of themselves. They must also then take care of their teachers, and they must also look after the entire school to make certain that their Philosophy Statements are not just rhetoric but that these are translated into action with the principal as the leading translator.

The Care and Feeding of the Principal

How does one become a principal? Principals generally get to be principals because they are hard workers. They rise to this position of leadership because they are perceived as people of action. Some principals are heavily endowed with academic credentials. Some of them are long on experience; others are raw recruits. Some may be the proud possessors of Phi Beta Kappa keys, while others may have risen to the principal's office from the coaching ranks where their qualifications consisted of an education degree and two losing seasons.

The public will make principals feel important, and principals may fall into the trap and start to take themselves too seriously. People will let them do it. Others will even load principals with their work, and soon principals will become worn out just falling on others' fumbles. Most have great plans to change the world. But it might be good to remember that, after all their terrific accomplishments, the number of people who attend the principal's funeral will depend more upon the weather than any other factor. (2)

A thinking person should suspect that there must be something seriously wrong with a profession in which the two most popular workshops for administrators, the leaders of the profession, are stress management and planning for an early retirement. (3)

Principals must develop a sense of humor to go along with their daily work. Laughter is a really great healer. Norman Cousins, long-time editor of the Saturday Review magazine, tells us in his book, Anatomy of an Illness, how he used laughter to speed his recovery from a near fatal illness. He had returned from a trip abroad and was soon hospitalized with a crippling disease of the connective tissues and bones. He could no longer deal with the pain, nor with the professional care that he was

receiving in this hospital. He could see no real concern by the hospital staff, for they would wake him up to take pills and to give blood samples after he finally managed to get some sleep after a day of pain. He wondered why he had to be awakened three times to give blood samples when the same drop could be used by the three specialists.

So he moved out of the hospital and into a cheerful hotel room. He asked his nurse to run the movie projector, and he ordered the most entertaining TV episodes and re-runs that he could remember. He found that the results of laughter gave him two hours of pain-free sleep. It was also discovered that each session of laughter caused a reduction in the tissue inflammation. When the pain-killing effect of laughter wore off, the motion picture projector was turned on again, and another pain-free interval would follow. He even included his own special diet--one that worked for him, but was not prescribed by the hospital. He called this laughter his 'internal jogging.' Cousins ultimately recovered from this crippling disease which had the medical profession baffled, and for the past 15 years has enjoyed vigorous good health. (4)

Principals must be aware of what brings stress into their lives. Stress is basically the gap between the ideal that they anticipated and the reality which exists in their present situation. Some stress is healthy; some is not. Cutting-edge stress--how you feel when you are introducing something new or when one is engaged in a challenging educational experiment--is great. Holding-power stress--maintaining the status quo amid parent/teacher/student pressures--can be very wearing. Pressures to adopt new fads, to keep up with new trends when you are not convinced of their real worth, can wear one down. (5) We must watch also for people who drain us. Some people fill our cups; others leave us dry.

Principals owe it to themselves to have creative hobbies, to do reflective reading, to meet exciting people, to take walks, and to relax generally. Consider what a creative hobby did for Pablo Casals, again described by Norman Cousins:

"I met him for the first time at his home in Puerto Rico just a few weeks before his 90th birthday. I was fascinated by his daily routine. About 8:00 a.m. his lovely young wife, Marta, would help him start the day. Judging from his difficulty in walking, and from the way that he held his arms, I guessed he was suffering from rheumatoid arthritis. His emphysema was evident in his labored breathing. He came into living room on Marta's arm. He was badly stooped. His head was pitched forward, and he walked with a shuffle. His hands were swollen, and his fingers were clinched.

"Even before going to the breakfast table, Don Pablo went to the piano, which, I learned, was a daily ritual. He arranged himself with some difficulty on the piano bench, then, with discernible effort, raised his swollen and clenched fingers above the keyboard.

"I was not prepared for the miracle that was about to happen. His fingers slowly unlocked and reached toward the keys like buds of a plant toward sunlight. His back straightened. He seemed to breathe more freely. His fingers became agile and powerful, and he raced across the keyboard with dazzling speed as he plunged into a Brahms concerto. His entire body seemed fused with music; it was no longer stiff and shrunken, but supple and graceful and completely freed of its arthritic coils.

"Having finished the piece, he stood up by himself, far straighter and taller than when he had come into the room. He walked to the breakfast table with no trace of a shuffle, ate heartily, talked animatedly, finished the meal, then went for a walk on the beach." (6)

These are extreme examples. But if creativity and humor can operate under these conditions, they can certainly help principals from becoming zombie-like and keep the fine edge that they need as leaders of a stressful group in stress situations.

Principals need to really understand their jobs. There is usually a 'hafta' and a 'wanna' war going on in their offices. If a principal has a list of things they really 'wanna' do and a list of things that they 'hafta' do, the 'haftas' will bump the 'wannas' every time. Surveys are rather consistent in revealing that those things the principals prefer doing are not the things they are spending most of their time doing.

And does it occur to principals that even the 'wanna' list can wear them out if they are too idealistic? A National Institute of Education Study (7) describes the principal as having over 400 encounters a day, lasting an average of 30 seconds each. This is wearing enough. Yet some principals who want daily faculty interaction--each teacher talking to every other teacher sometime during the day--are unrealistic. On a faculty of ten people, the number of possible one-to-one interactions is 45, and it goes up geometrically. A faculty of twenty will need 195 interactions and a faculty of fifty, 1,225 one-to-one sessions. A principal who wants all the faculty talking to one another will have to hire a bunch of John Moschittas. He's the fellow who does those mile-a-minute Federal Express commercials.

An article in Thrust magazine tells how the high school principal carries a workload equivalent to that of any executive in the private sector charged with the operation of a multi-million dollar operation. Additionally, he or she has an exposure ratio equal to that of most politicians. Endurance and stamina are requisites to success in education's most challenging, stressful role. (8)

Principals need to understand that there are very few ready-made, pre-fab solutions to some of the things that they may wish to accomplish in a hurry. A principal's success to a great extent will depend upon what the old southern politicians called 'kindling power'--the quality to inspire others to become movers.

I note in some cases that principals expect that there is a magic formula, dispensed at some three-hour workshop, which will enable them to solve many of their problems. Take teacher interviewing, for example. Principals are looking for the magic formula which will guarantee them the ideal teacher. There isn't any. Lawrence Peter, in his book, The Peter Prescription, adds a note of humorous satire to this interview process. He describes the incompetent interviewer as the one who does not know that the interviewee is playing a game. So he or she tends to judge the applicant by secret preferences, based upon physical attributes or mannerisms. The competent interviewer, on the other hand, knows that the applicant is playing a game, so he/she will try to peek behind the mask in order to see the real face. He/she recognizes that the bright, clean-cut applicant sitting in front of the desk may have sobered up, shaved, bathed, and had his clothes cleaned and pressed just for this interview. (9)

Principals must also remember that they cannot do everything, for no matter how hard they try, they simply will not be able to foresee every problem which might arise. Some years ago Jean Kerr wrote a book called

Please Don't Eat the Daisies. It was about bringing up children and the built-in problems and frustrations that one cannot foresee. She relates that no matter how well parents think they have set up directions or prepared the ground for action, it often turns out that the only thing that goes wrong is that one thing that they did not warn the children against. Thus, the title of the book, Please Don't Eat the Daisies. The priorities as established in planning often turn out not to be those of actuality. (10)

Some principals find stress because they feel that they cannot be true to themselves because of the compromising situations which confront them. Recently I received a letter from Dr. George Young, Superintendent of Schools in St. Paul, Minnesota. He had some interesting observations along this line. He mentioned that in speaking to groups about values and decision-making, he often asked the participants to list values which seemed to them to be important. A great variety of values would appear. He then suggested that the individuals attempt to list the values in order of priority. The lists would take the form of a pyramid—a few values at the very top and more toward the bottom. The top priority for values were those for which one is willing to fight and to die for. If one has a large number of such values at the top, then, he said, one will have fought and will have died at an early age.

When compromise is required, he went on to say, the compromise would always lie within that priority list of values--the pyramid; in other words, while one may find it necessary to compromise a higher value, the compromise is between a higher and lesser value within the individual's value system. If the compromise lies completely outside of that system, then I continue to believe that compromise is immoral. When one is forced to make a compromise of a higher value for a lesser value, then the next time around,

the individual can make a decision and can take action which restores that individual to a higher level value. (11)

Principals are like rubber bands. Some are loose, flabby, and out-of-shape. Some are becoming almost illiterate behind the office desk, unable to read seriously or be challenged by educational issues. Others are worn out, dried up, their resiliency gone. Some might even be broken. Others are too tight as they hold the school together--ready to snap with too much tension. Others have just the right amount of tension. They fit the school package nicely. There is healthy tension, give and take, and there is room for greater stress so they can adjust nicely to the unexpected. We need these people of healthy tension in our front offices.

The Professional Feeling

Teachers need to acquire that "professional feeling," and principals are the people who can give it to them. Principals have the power base from which they can make their teachers more effective in their work. Principals may also use this power base to keep a faculty immature, unchallenged, and mediocre.

Listen to this bit of doggerel from the General Motors Auto Workers' underground newspaper. Translate: Auto plant = school. Workers = teachers.

> Are these men and women
> Workers of the world?
> or is it an overgrown nursery
> with children -- goosing, slapping, boys
> giggling, snotty girls?
>
> What is it about that entrance way,
> those gates to the plant? Is it the
> guards, the showing of your badge -- the smell?
> is there some invisible eye
> that pierces you through and
> transforms your being? Some aura
> or ether, that brain and spirit washes you
> and commands, "For eight hours
> you shall be different."

What is it that instantaneously makes
a child out of a man?
Moments before he was a father, a husband,
an owner of property,
a voter, a lover, an adult.
When he spoke at least some listened.
Salesmen courted his favor.
Insurance men appealed to his family responsibility
and by chance the church sought his help. . . .

But that was before he shuffled past the guard,
climbed the steps,
hung up his coat and
took his place along the line. (12)

Principals must be careful not to say or write anything which might give the faculty the impression that they are considered incompetent, or unprofessional. Watch how the directives are phrased. The commandment approach--"Keep off the grass"--irritates. Even the normal youngster takes that sign as a challenge. The English version--"Mind the path"--seems so much more healthy, a reminder that is more effective. Or signs that read: "Curb your dog, $25 fine," can make the owners hostile because the blame is placed on them rather directly. Again a sign on an English park trail: "Dogs on leash must not be allowed to foul the footpath." The blame is more on the dog. In memos, the twist must be on the positive as much as possible. The difference in assumption is monumental in its impact on people.

Sometimes principals do not understand how they are perceived by their faculties, so they do not understand the base from which they are operating in their attempts to help the faculty. A principal of a small grade school might be considered as one of the gang. A principal of a medium-to-large size school will most probably be looked upon as the coach of the faculty team. A principal, superintendent, or president of a good-sized high school is perceived by the faculty as the chairperson of the board, and this is the position from which the administrator must operate.

A principal may want to be one of the group, but he/she hires, fires, promotes and demotes, and signs the paychecks. This puts the principal in the chairperson of the board position, a strong power position; and if used wisely, much can be done to make the faculty feel professional. It will be rewarding both for the principal and the teachers.

Some preliminary data from the Effectiveness of Catholic Schools Report leads one to question the Catholic school's commitment to excellence when apparently so little is being done to help teachers in their teaching. The report does say that there is surprisingly good teaching going on in Catholic secondary schools, despite the fact that only two out of seven teachers indicate that the administration has helped them in their work. The report also states that students regarded teachers as 'nice guys,' but not as scholars. (13)

Schools reach students through their teachers. I have heard principals mention that they do not have the right faculty to really do the things that should be done. There are a couple of ways to look at this situation. If all those people on those faculties were really alive, on the ball, innovative and creative, many of these principals wouldn't have their jobs today. Those faculty members would have them. If a faculty is liberally sprinkled with 'breathing educational ruins,' people who have not been challenged through the years and who are now professionally inert, definitely something must be done about the situation. One way is for the principal to compose a statement on the qualities, attitudes, and action which are needed for a teacher in that particular school. The principals will need to speak to each teacher about these descriptors and challenge each teacher to identify a weakness and work to improve it. Teachers are then rehired based on their cooperative efforts. When this same criteria is used in the hiring of new teachers, the faculty will improve.

Principals must be the professionals in residence. They must be able to articulate educational concerns to their faculties. Professional concerns will choke out petty complaints if the faculty is revved up by a principal who reads selectively and shares liberally with the teachers.

Sometimes principals are not helping their faculties to grow professionally because the school has defined 'learner' too narrowly. Everyone in that school is a learner--the administration, faculty, secretaries, clerks, maintenance and cafeteria workers, parents, boards, as well as students. Principals must be the designated thinkers and motivators, finding ways to help everyone on their campuses to grow professionally and academically. There are workshops available for everyone. Certainly this will be an expenditure, but let's check our priorities. Look at those budgets. How much is the school spending for assistant coaches and moderators in comparison with the present expenditures for inservice for the entire faculty?

The quality of teaching in Catholic secondary schools, I feel, has been rather good and this with very little help from the front offices. Supervision has not rated high as one of the supports that teachers generally receive from their principals. Too often the supervision that has been done has been directed more to catch the two percent or so of bad teachers so that poor performance can be documented for dismissal in case that decision needs to be made. We haven't really done much to improve the other 98 percent. (14) Teaching worthy of instant replays has been completely ignored. Is it any wonder why teachers, good teachers, get discouraged?

I won't go into detail on all the possibilities open to principals for faculty improvement. But principals should start by surrounding their faculties with good periodicals and tapes, thus exposing their teachers to what educators around the country are saying. This should be followed by discussion on learning styles, right and left brain thinking, for

example. Soon teaching style and assignments will begin to change. Teachers should report new findings to the faculty and make this a part of the faculty meeting schedule. Too often the ordinary faculty meeting leads to a lowering of faculty morale instead of being an invigorating and challenging opportunity to further that professional feeling.

The Set of the Sail

I will introduce this final section, the care of the school, with Ella Wilcox's poem, Winds of Fate.

> One ship drives east and another drives west
> With the selfsame winds that blow.
> 'Tis the set of sails and not the gales
> Which tells us the way to go.

Schools are going in all directions, not because of the prevailing winds, but because of the set of their sails. Which winds are they catching? Principals should ask themselves in which direction their school is moving. They might even come to realize that they are standing still--they are caught in the equatorial doldrums--and going no place. Vague mission statements are taking them no place in particular.

I was struck by comments in a recent best seller about mission statements. One company, in particular, was singled out for its carefully developed mission statement and the fact that everyone in the organization was consulted about it, and it was said that high morale and productivity resulted. So I called this company to see how things were going. I was transferred to three different people and to two different buildings before I found anyone who knew anything about such a mission statement. I feel that many secondary school philosophy statements might not be known too well either by school personnel. These statements exist, but faculties may not know exactly where they are or what they say--and they are certainly not moving people to action.

Anyone can write a pious statement. Some of these statements look mighty impressive, but do they really affect the life of the school? There are two schools of thought on mission statements. One says that attitudes, beliefs, policies, and proclamations precede action. The statement is worked out and the action follows. The other school of thought reverses the logic and suggests that a person is more likely to act himself/herself into feeling. This group might be saying that we ask ourselves what we do all day--this then is our mission statement.

And even if your Philosophy Statement is a truly good one, action will usually be less than what the statement predicts. La Piere, a white professor, toured the United States in 1934 with a young Chinese student and his wife. This was a time of strong anti-Chinese bias in the States. They stopped at 66 hotels and at 184 restaurants. All but one of the hotels gave them space, and they were never refused service at a restaurant. Sometime later a letter was sent to these establishments asking whether they would accept Chinese as guests. Ninety-two percent said that they would not. La Piere and many after him interpreted these findings as reflecting a major inconsistency between behavior and the written attitude statement. (15) Our statements reflect a strongly religious, academic, and caring attitude, but our performance will probably be different in many cases from the written statement.

Let's look at some statements to note the attitude and the performance. "As the spirit of Religion should penetrate and control the University, so that building which represents Religion ought to be the central and dominant feature of the University group. Thus it will be proclaimed that the University in its ideal is dominated by the spirit of Religion, all its departments are inspired by Religious feeling, and all its work directed to the highest ends." (16) A Catholic college? No, it is the statement at the entrace to the chapel of the University of Chicago.

Another, "Catholic schools are an integral part of the Church's religious mission and pervasively religious. The role of the teacher in these schools is a critical factor in whether or not the evangelical mission of the Church will be successful." (17) What church document or faculty handbook statement? A 1971 court case written by one of the judges in the case.

One medium-sized university has this written objective for students in its catalog: "Recognition of ethical ideals and the moral strength to put such ideals into daily living." How many courses in ethics do you think are offered at that university? Would you believe just one! On the other hand, new and vigorous ethics courses have been introduced at West Point and at the Air Force Academy, and their missions statements do not highlight this fact. (18)

Statements should produce action, or be a descriptor of action already taking place, or why have them? Let's look at our statements for a few moments. Most Catholic Statements of Philosophy that I have studied simply reflect church documents; they are made up of a line here and a line there, something borrowed, something true, perhaps embellished with a few high-sounding adjectives and adverbs and even with a few nouns made into verbs as 'we gift one another' and 'we inservice our teachers.' I'm certain that some English departments would like to give a minority opinion at least on the construction of such statements. We have always relied on Church documents for background to our statements, starting with the Council of Baltimore in 1884, which directed that Catholic schools be established where churches were built whenever possible, on through the changes in canon law in 1918, incorporating the ideals of the Encylical on Christian Education by Pope Pius XI in 1929, reflecting Vatican II documents of 1963-65, to the Bishops' Statement in 1972, <u>To Teach As Jesus</u>

Did. But our schools are special. We should endeavor to translate these general statements into specific statements, so that the school will have a master plan of operation. If these statements remain as Church documents, instead of school priority statements, we are really going no place.

Catholic school statements seldom acknowledge the existence of other school systems. I did note, however, in some Christian school statements, mention of the high regard their school had for public education and other private schools. They then explain why their school exists amid the presence of these other schools. They also speak more specifically about their cooperative ministry with the parents and the local churches. Catholic school statements appear so isolationist in comparison--and maybe we are islands. (19)

Following from the School Philosophy Statement in one of these Christian schools, a plan of action follows: If a student or parent was offended by the words or actions of a teacher, as a Christian brother, they were to go to the teacher through whom the offense came and share this with him/her. If after consulting and praying for mutual understanding, there is no reconciliation, they then should agree to go together to counsel with the administration. (20) In other schools, the conflict has the parents and administrator engaged in mortal combat while the student and the teacher are uninvolved and perhaps out enjoying some other activity.

The 'set of the sail' may be taking your school in the direction of many colleges which were founded for religious purposes, but which now consider themselves independent. Princeton, founded by the Presbyterians, is non-denominational. Dartmouth, a Congregational school, was founded for the Christian education of Indian youth, but is now listed as non-sectarian. Northwestern, which was founded by the Methodists, is now private. Webster College, founded by the Sisters of Loretto, has moved to secular status.

Some independent secondary schools, founded for religious purposes, have also become non-denominational. Your sails must catch the breezes from your purpose and from the people you serve, and together this should give you the forward thrust.

We must concern ourselves about why people come to our schools. There is some research that will give us a hint. A Michigan Ph.D. thesis found that the value system of teachers and administrators and the desire to reflect the value system of the home are important for the parents who select Catholic schools. It also found that the Catholic parent perception of the public school was not as high as parents who choose public schools. (21)

A report in Education Week showed that parents chose private schools for a variety of reasons. Of those who enrolled their children in independent schools, most said that they did so because of the academic standards and variety of courses. Catholic parents expressed themselves as choosing a Catholic school because of the academic quality of the school, with values and religion as secondary factors. For parents who choose other types of religious schools, however, values and religion were said to be the primary factors. The report suggests that each type of school has a distinct constituency that overlaps little with the other two. (22)

In a Stanford University study, it was found that there are two types of school consumers when there is consideration of a public or a private school. One, the religiously-oriented consumer; the other, the nonpublic school consumer whose expressed reason for choosing nonpublic schools is dissatisfaction with public schools and the availability of an alternative school. It is important to note that neither dissatisfaction with the public school alone, nor the presence of an alternative school, is cause for a consumer to choose the nonpublic schools. It is the two factors working in combination which have this effect. And in Catholic schools,

it states, the majority of parents stress academic rather than religious reasons for their choice of a school. (23) So, again, are our high schools gradually going in the direction of many colleges?

I recently spoke with an administrator of a Catholic high school whose school serves a rather affluent constituency. He mentioned that the reasons given in a recent school opinionaire for his parents sending their children to that particular schools were: (1) academic, (2) discipline, (3) religion. For some, this move away from religion might be closer than we realize.

During this entire presentation I have been speaking of directions--directions for the principal, directions for the faculty, and directions for the entire enterprise. Set your sails for all three--and enjoy the voyage.

FOOTNOTES

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(4) Norman Cousins. Anatomy of an Illness. New York: W.W. NOrton & Co., Inc., 1981, pp. 39-41.

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(18) Daniel Callahan and Sissela Bok. "The Role of Applied Ethics in Learning." Change, September, 1979, p. 25.

(19) McLaughlin, op.cit., p. 7.

(20) McLaughlin, op.cit., p. 7. Quote from Student Handbook, 1979-80, Wheaton Christian High School, Wheaton, IL.

(21) Barbara Gothard. "A Study to Explore the Differences in School-Related Values and Perceptions Between Parents Who Send Their Children to Catholic Secondary Schools and Parents Who Send Their Children to Public Secondary Schools." Ph.D. Thesis, Michigan State University, 163 pp., 43/12A, P3756.

(22) _____. "Survey Predicts Shift to Private Schools." Education Week, July 27, 1983, p. 1.

(23) Margaret Gratiot. "Research Reveals Why Parents Choose Nonpublic Schools." Momentum, May, 1980, pp. 18-20.